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AUTHOR Gillum, Lloyd R., Jr.
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ABSTRACT

This practicum describes a method developed to address a high school problem involving grade 9-12 students who verbally and/or physically abused other students. In order to enable these students to interact appropriately, without abusive behaviors, a structured support group curriculum was written, the high school administrative staff and a co-facilitator were trained through in-service training, and a structured support group program to target students was facilitated. Although there was a decrease in disciplinary actions from fall 1993 to fall 1994, the goal of reducing by 25 percent the number of students referred for disciplinary infractions was not met. However, the expectation that by spring 1995 there would be an additional 25 percent reduction in the number of students referred for displaying verbally and physically abusive behaviors was met. Likewise, the goal of reducing the number of long-term suspensions or expulsions when compared to the number of suspended or expelled students during the 1993 school year was also achieved. It is argued that the combined solution of working with targeted students with one or more disciplinary infractions, and monitoring the student discipline progress through the high school assistant principal for discipline, resulted in improved student behaviors. (RJM)

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Reducing Verbal and Physically Abusive Behaviors of Ninth Through Twelfth Grade Students Through a Structured Support Group Process

by

Lloyd R. Gillum Jr.

Cluster 52B

A Practicum II Report Presented to the
Ed.D Program in Child and Youth Studies
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

Nova Southeastern University

1995

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier: Cheryl G. Ingram
Mrs. Cheryl Ingram

Principal
Barry Goldwater H. S.
Title

Phoenix, Arizona
1920 W Rose Garden Lane
Address
Phoenix Az 85027

April 10, 1995

This practicum report was submitted by Lloyd R. Gillum Jr. under the direction of the adviser listed below. It was submitted to the Ed.D Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova Southeastern University.

Approved:

5/31/95
Date of Final Approval of Report

Mary Ellen Sapp
Mary Ellen Sapp, Ph.D., Adviser

ACKNOWLEDGMENT

The writer gratefully acknowledges the assistance of the high school administration, the co-facilitator, the counseling staff, and the teachers at Barry Goldwater High School. Special thanks goes to Nova Southeastern University practicum adviser, Mary Ellen Sapp, Ph.D., for her guidance and direction.

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ABSTRACT

Reducing Verbal and Physically Abusive Behaviors of Ninth Through Twelfth Grade Students Through a Structured Support Group Process. Gillum, Lloyd R., 1995: Practicum Report, Nova Southeastern University, Ed.D Program in Child and Youth Studies. Disruptive Student Behavior/Group Counseling/ adolescent Behaviors/High School Students/Juvenile Delinquency/Juvenile Justice/Youth Violence/Student Dropout/At-risk high School Students.

This practicum was designed to develop a method to address a high school problem involving ninth through twelfth grade students who verbally and/or physically abused other students in and around the high school.

The writer wrote a structured support group curriculum; trained the high school administrative staff through inservice training; trained a co-facilitator; facilitated a structured support group program to targeted students; monitored student progress; and reported on the findings.

Analysis of the data from the student disciplinary referral summaries and suspension/expulsion reports revealed that there was a reduction in disciplinary infractions in the high school. The cooperation of the high school administration along with the support from the district administration, high school counselors, and teachers made the implementation of the practicum successful.

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Chapter I

INTRODUCTION

Description of Community

The work setting for this practicum is located in the southwestern United States. This particular desert community is rich in citrus farming and mineral resources. What was once a worthless desert, is now a rapidly growing manufacturing and farming community.

What has spearheaded this growth, has been the vitalization of the capital city area, a large urban metropolitan area with over 2 million people. Businesses have taken advantage of the warm year-round climate; vast open environment; and southwest hospitality. The local governments have been very receptive to new and expanding business development, by providing tax waivers and property zoning incentives. Due to this population growth in the area, many manufacturers of high-technology equipment have opened for business. The products produced include electronic equipment, computers, and aerospace equipment.

Along with the increase in employment opportunities in private industry, and the relocation of corporate plants in the manufacturing sector, the housing market has also seen a very strong upsurge. Building permits are being awarded to building contractors of single family dwellings, apartment complexes, and office buildings. The surge in population and economic growth are having a positive impact in all

sectors of this urban metropolitan community.

Writer's Work Setting and Role

The writer of this practicum is currently the Student Development Administrator with the school district. This position with the district encompasses two major functions, alcohol/drug and violence prevention in the schools, and serving as the hearing officer for the district.

The writer's role as District Coordinator of Prevention Services is an area of responsibility that directly ties to this practicum. The writer addresses potential student alcohol and drug use, student violence, and other self-destructive student behaviors. Programs and services that may be utilized in the schools are in the following areas: prevention curriculum, peer leadership, drug abuse resistance education, prevention student assemblies, student racial/cultural avareness weeks, AIDS education, and violence prevention speakers.

As Prevention Services Coordinator, the writer's goal is to assist the district and the community in identifying and solving problems of school-age youth, by providing opportunities in the schools for students to experience increased self-esteem, positive peer pressure, leadership training, and decision-making skills.

Another area of responsibility involves serving as the hearing officer for the district. As the superintendent's designee, the writer responds to school administrative requests for long-term student suspension over 10 days or to recommendations for permanent student expulsion from all district schools.

Although the writer has district-wide responsibilities, the focus of this practicum will be one high school. The practicum site is a school

located in the northwest section of this capital city. This practicum demographically describes a ninth through twelfth grade high school of 1,800 students from low to middle class families, that are 89% Caucasian, 7% Hispanic, 2% African-American, 1% Asian-American, and 1% Native American. This school is one of 20 kindergarten through twelfth grade schools in a district of 18,000 students. The high school students attending this school come from either low to middle class residential communities, desert shacks, trailer parks, apartment complexes, or rural ranches. There are 290 students on free or reduced lunch. Approximately 90% of the students ride the school bus to and from the high school. The continuing population growth in the northwest area should foster a gradual increase in students attending this high school. According to Data Network (1993), the official population for the northwest area is 123,980 individuals with 28% of the population representing juveniles under the age of 18.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The problem situation that needs improvement at the selected high school is inappropriate acting out behaviors of high school students with other students, in and around the school setting.

Some ninth through twelfth grade students have verbally and physically intimidated other high school students; have written or graphically displayed derogatory statements on bathroom walls, and school buildings; and have been involved in physical fights, threats, intimidations against other students. Incidences of inappropriate acting out behaviors of high school students toward other high school students, take place in the school halls, cafeteria areas, classrooms, and on the grounds around the high school.

Briefly stated, the major student behavioral problem that needs to be addressed through this practicum is the following: ninth through twelfth grade students are displaying verbal and physically abusive behaviors toward other high school students inside the school, and on the grounds around the school.

Problem Documentation

The severity of the problem was realized in the discussions with the

assistant principal for discipline from the high school in August, 1993 and in November, 1993 about the increase in student disciplinary problems.

The 1993 spring semester student discipline summary indicated that there were 258 high school student infractions involving classroom disruption, fighting, verbal and physical abuse against students, and weapons violations (see Appendix A). This documentation was further supported in the 1993 fall semester student discipline summary. The student disciplinary report indicated that there were 307 high school student infraction occurrences involving classroom disruptions, fighting, verbal and physical abuse against students, and weapons violations (see Appendix B).

Additional problem documentation came from the fact that six students received long-term suspensions and one student was permanently expelled for verbal and physically abusive behaviors from this high school during the 1993-1994 school year.

Causative Analysis

Understanding the causes of the problem of ninth through twelfth grade students verbally and physically abusing other high school students in and around the high school, came from the writer's conversations with the assistant principal for discipline in August, 1993, November, 1993, January, 1994, and in April, 1994. The assistant principal for discipline discussed with the writer that student conflicts were associated with the students not being closely monitored by school staff. Teachers were reluctant to monitor the student halls outside their classroom between class periods. Verbal threats and physical

intimidations were initially taking place at the student lockers in these hallways. Other areas the writer discussed with the assistant principal for discipline were the influences of negative peer pressure by a small group of approximately 36 disruptive students. Students are prodded by the disruptive group to resolve their conflicts through verbal assault and/or physical confrontation.

Relationship of the Problem to the Literature

The problem described in an American Psychological Association (1993) report on violence, indicates that the rate of youth violence in America dramatically increased 1,740% between 1986 and 1989. This national upsurge is evident in this southwest region. The Commission on Juvenile Justice (1993) stated that it was very difficult going through a day in the writer's state without learning about another juvenile crime, a violent teenager, or another victim at the hands of a teen.

This same report indicated that unresolved early childhood problems experienced at home and in the community, were being acted out violently by teenagers. Adolescents' inappropriate behaviors have increased the risk of school truancy, disciplinary problems, eventual school drop-out, suspension, and expulsion. Recently, the Arizona Task Force on School Violence (1994) reported on a significant increase in the number of juvenile incidents involving violent behaviors from 1987 to 1991.

The problem is further supported by documentation in the literature, which was collected from the research conducted by MacFarlane and Shaw-Carter (1992) in the State of Arizona.

1. The 1990 census revealed that in Arizona 51,742 children (under 18 years of age) lived in poverty.

2. Alleged child abuse climbed 81% in Arizona between 1984-1985 and 1989-1990.

3. A 34% rise in crimes between 1985 and 1990 resulted in a juvenile arrest rate of one in every eleven school age juveniles, aged eight to eighteen.

4. During the period of time from 1979 to 1985, identified adolescent gangs in the schools increased from 34 in 1978, to 217 gangs in 1982 (MacFarlane & Shaw-Carter, 1992, pp. 15-17).

The problematic issues experienced by adolescent juveniles resulting in the upsurge in youth violence, could possibly be linked to several causal factors.

Brendtro, Brokenleg, and Van Bockern (1990) claim that when an adolescent's basic needs are not being met; the adolescent will search for substitute attachments to meet those unmet needs. This could lead to unhealthy relationship choices.

Harper and Marshall (1991) studied 201 ninth grade students from four high schools in an urban metropolitan community, in the areas of self-esteem and adolescent problems. The purpose of the research study was to explore the nature and scope of adolescent problems, and to investigate their relationship to the adolescent's self-esteem. The one hundred one girls and one hundred one boys, ages 14 to 16 years old, were administered through a class survey, the Mooney Problem Check List and the Rosenberg Self-Esteem Scale. The names of the students were not identified. The results of the two assessments indicated that adolescent girls' self-esteem was associated with health, physical appearance, schoolwork adjustment, problem issues at home, and the classroom teaching process. The adolescent boys' assessment of their problems and their

relationship to self-esteem, identified only social psychological relations as contributing factors. The study findings indicated that there is a close relationship between an adolescent's self-esteem and behavior problems (Harper and Marshall, 1991).

Barlow and Ferdinand (1992) examined the causes of the problem, when they described the acting out behaviors of many adolescents as being directly related to the troubled family, and the negative influences in the society.

Karlin and Berger (1992) described adolescent disruptive behaviors as being a direct result of problems in the home and society. They indicated that the external factors mentioned, cause adolescents to act out their problems in the school.

Nun and Parish (1992) examined in their study 62 adolescent males and 49 adolescent females, grades 10-12 from a large Iowa school district. The behaviors of these students were resulting in school failure. These 111 high school students were compared to other students not so identified. The Nowicki-Strickland Scale, the Piers-Harris Children's Self-Concept Scale, and the Personal Style of Learning Scale were used as the measurement instruments. The at-risk adolescent students had either one or more of the following areas of concern: excessive unexcused absences or tardies, low school performance, or behavioral problems.

The information collected from both the at-risk adolescent students, and the other students not so identified, indicated that the at-risk adolescent students were different from the other students. The at-risk adolescent students were much more externally oriented. The results further showed that their competency self-perception was negative, their

motivation to learn was low, their confidence level was deflated, and their sense of empoverment was marginal.

Further explored in the literature were some of the underlining causes of the aggressive behaviors in the adolescent. Besag (1989) discussed the aggressive behaviors of the adolescent. He indicated that their adolescent aggression came out of a severe lack of confidence, hormonal changes, emotional instability, and an increase in confusing moods. Molnar (1992) briefly described a lost generation of aggressive adolescents, who are faced to grow up in fearful and dehumanizing circumstances.

Kubany, Richard, Bauer, and Muraoka (1992) in their research study, investigated adolescent high school boys and girls expressing negative feeling statements to each other in school. These 12 adolescent girls and 8 adolescent boys were asked to rank their aggressive and assertive statements. These high school students were administered the Statement Rating Scale, which required the students to rate their feelings and reactions. The "You" statements were rated as more antagonistic than an assertive "I" statement. The results of the study indicated that adolescents are extremely reactive to judgmental "You" statements made to them by their peers. These statements could be interpreted as verbal counterattacks and escalators of conflict.

The literature points to the fact that adolescent behavior is directly related to the family, other peers, and the school environment. How adolescents feel about themselves, or a given situation, and the level of comfort around others, seems to greatly impact on their behavior in school. The solution strategies that will be discussed in this practicum will take these factors into consideration.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectation

The goal for this practicum is for ninth through twelfth grade students to interact appropriately with other high school students without displaying verbal and physically abusive behaviors, in and around the school. Ninth through twelfth grade students will learn how to resolve conflicts without displaying classroom disruptions, fighting, verbal abuse, physical abuse, and the use of weapons.

Expected Outcomes

During the 1993 fall semester, there were an estimated 200 students involved in 307 student infractions for verbal and physically abusive behaviors as indicated by the assistant principal for discipline at the high school.

The following outcomes were projected:

1. At the end of the 1994 fall semester, there will be a 25% reduction in the number of students referred for disciplinary infractions when compared to fall 1993 (see Appendix B).

2. As the implementation of this practicum continues into the 1995 spring semester, there will be an additional 25% reduction in the number of student referred for disciplinary infractions for displaying verbal

and physically abusive behaviors.

3. At the end of the implementation of this practicum, there will be a reduction in the number of students who received long-term suspensions or who are expelled when compared to the number of suspended or expelled students during the 1993 school year for verbal and/or physically abusive behaviors. Seven students received long-term suspensions or were expelled during the 1993 school year.

Measurement of Outcomes

The writer intends to measure the outcomes as follows. The measurements include monthly meetings logged with the high school assistant principal for discipline to review school discipline records, the results indicated in the student discipline referral summary, and the number of administrative referrals for student suspension or expulsion.

The logged monthly meetings with the high school assistant principal for discipline will elicit information about the types of student infractions and the disposition of the students. Also, discussed at each meeting will be the status of the student disciplinary problem.

The student discipline referral report is an instrument used to measure the number of student infractions by category, each semester of the school year. The name of a student referred by a teacher, counselor, or other school staff to the assistant principal for disciplinary reasons, is noted along with the infraction in a given category on the student discipline referral report. The assistant principal for discipline indicated that there were approximately 36 disruptive students with the most recurrent referrals and problems in the high school.

The final assessment will be an analysis of the hearing officer's

report. This information will examine the type of disciplinary referral. These administrative student referrals will be for long-term suspension (over ten days suspension from school) or expulsion (permanent removal of a student from the school district).

The logged meetings with the high school assistant principal for discipline, the results of the student discipline reports and the hearing officer report on long-term suspension or expulsion, will be analyzed to measure the outcomes in this practicum.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

The problem to be addressed in this practicum is that ninth through twelfth grade students are verbal and physically abusive to other high students, in and around the school.

Baker (1991) discussed as a possible solution to the problem, a need for schools to change, if they are to achieve any success with at-risk adolescent students. He stressed the need for more educational opportunities being made available in the schools, in terms of greater teacher involvement with students, curriculum changes, and special programs to address the needs of at-risk students. Students with consistent academic problems, seem to have difficulty following school policies and legal regulations. His findings seem to indicate that a student's school performance has a direct bearing on future conduct and behaviors.

Ginzberg, Berliner, and Ostow (1988) indicated that adolescent children need a nurturing, caring, and supportive adult who can actively listen to their concerns, give guidance and direction, and provide needed structure. Beane and Lipka (1987) emphasized the importance of building an adolescent's self-esteem in a school setting. Beane and Lipka recommended the establishment of a school advisory committee, comprised

of teachers, administrators, parents, and students, to develop student lifeskill programs and services. Goldstein, Glick, Reimer, Zimmerman, and Coultry (1987) explained the aggressive youth possessed compounding deficiencies consisting of weak, personal, interpersonal, and social cognitive skills. They recommended the utilization of a comprehensive intervention program in the schools to address these deficiencies. This program would consist of teaching adolescents cognitive social skills in a classroom setting.

Nun and Parish (1992) examined 62 adolescent males and 49 adolescent females, grades 10-12 from an Iowa school district. Those 111 at-risk high school students were displaying behaviors resulting in school failure. Nun and Parish (1992) suggested after the completion of their study, the following:

1. At-risk high school students successes instead of school failures need to be emphasized by teachers and parents.

2. At-risk high school students need to be shown the relationship between their inappropriate behaviors and the possible outcome of those behaviors.

3. At-risk high school students need to be strongly encouraged to display positive teacher and peer interactions.

4. At-risk high school students need to feel that they are an important part of the school, and can make a positive contribution.

5. At-risk high school students need to be provided with alternative educational opportunities to learning in the school.

6. At-risk high school students as well as all students need to feel safe in and around the school (pp. 438-440).

Gordon (1989) explained that there is nothing harmful about having a

conflict with someone, in fact all relationships can at times have a disagreement needing to be appropriately resolved. What makes a conflict destructive is when someone uses the "I win, you lose" approach. It seems to the writer that students are going to have conflicts for whatever reason, with other students, their teachers, and with their parents. The fact that many adolescent students are verbally and physically fighting when they have a conflict is a major concern.

Watkins (1987) described in her program a way to resolve personal and interpersonal conflicts. She instituted a primary prevention and intervention program for at-risk students in the middle and high school grades. The program includes a systematic means of identifying, assessing, referring and setting up student support groups for students with high risk behaviors. The student support group is an integral part of a student's individual instructional plan. Students may be referred by the school administration, counselor staff, and teachers to one of a variety of support groups. Characteristics of individuals referred to the student support group, are students with behavioral problems, students experiencing a family divorce or family trauma, students with alcohol/drug problems, and students experiencing a school adjustment problem.

The student support group program included the following:

1. Insight Group - This group is for adolescent students experiencing problems in school resulting from their high risk behaviors.

2. Sobriety Group - This group is for students wanting to maintain an alcohol/drug free lifestyle.

3. Concerned Group - This group is for students concerned about the high risk behaviors of a close friend or family member.

4. Sharing Group - This group is for students vanting support for any problems or concerns.

Each group has a consistent format, such as a group opening statement, a group exercise, a main activity, and a closing activity. The student support group program is an attempt to reduce an at-risk adolescent student's feeling of isolation, provide for a sense of connectedness, increase self-esteem, build healthy relationships, and provide for a trusting and safe school environment.

Freeman (1989) described a 3-6 year curriculum program, beginning in Grade 7 and continuing through the 12th Grade. Each sequential activity in the program discusses various lifeskills. The scope and sequence can be repeated if necessary year after year. Freeman (1989) divided the teaching activities for the classroom teacher into the following five step format:

1. Develop the need in the student.
2. Model what needs to be taught.
3. Practice the new skills in the class.
4. Periodically review the material.
5. Encourage the transference of the new material to settings outside of the classroom.

The curriculum content in Freeman's (1989) program, taught in a weekly, 1 hour segment during the school year, includes the following: trust building exercises, assertive behavior, problem-solving skills, cooperation, and decision-making skills.

Nevsam (1992) takes the position that high school students who are displaying troubling behaviors should be referred to a student assistance program. A school-based student assistance program facilitated by a core

team of trained teachers and counselors, consist of a continuum of prevention education services, and intervention activities.

Hains (1992) examined the effectiveness of two cognitive-behavioral interventions with adolescent boys ages 15-16 years old. The research study looked at ways adolescent boys could learn to cope with stress and other negative emotional stimuli. A total of 25 adolescent boys from a college preparatory parochial high school in a midwestern city were chosen for this study. Nine student were assigned to the cognitive intervention group, eight student were assigned to the anxiety management group, and eight students were assigned to the waiting list control group. The boys in the cognitive intervention group were taught cognitive restructuring techniques, which involved identifying and monitoring stress promoting situations. The other intervention group of adolescent boys who went to the anxiety management group, were taught hov to recognize cues that signaled the onset of anxiety, and the use of relaxation techniques. These boys in the intervention groups were compared to the boys in the waiting list control group.

The 25 students in Hains' two training groups and the control group were given pre- and postassessments. A follow-up assessment was also given 11 weeks later. The pre- and postassessments administered to students measured anxiety by the State-Trait anxiety Inventory, measured anger by the State-Trait anger Expression Inventory, measured self-esteem by the Coppersmith Self-Esteem Inventory, measured depression by the Reynolds Adolescent Depression Scale, and assessed anxious self-statements through the Anxious Self-Statement Questionnaire. The results showed that the cognitive restructuring and the anxiety management training groups did better than the control group. The

intervention groups showed a significant reduction in state and trait anxiety, anger expression, and depression as compared to the control group. After an 11 week follow-up, these same intervention group students maintained their treatment gains (Hains, 1992).

Various aspects of the literature study provided the writer with a framework for the development of a solution. The solution chosen included cooperation between school administration, teachers, and the students themselves.

Description of Selected Solution

After the writer reviewed the literature, certain possible solutions were determined given the at-risk student population in the high school. The following combination of ideas were based on the analysis and evaluation of the literature.

1. The high school administration must be receptive to implementing a solution strategy, that allows for the proper identification, assessment, and referral of at-risk students.

2. The program chosen to address the problem needed to be facilitated by well-trained professionals, who can successfully work with troubled adolescent students.

3. The at-risk adolescent students must feel empowered by the process, to make the needed positive changes in their behavior.

4. The curriculum used in the program must be well organized, consistent, and lifeskills oriented.

Subsequent to the literature reviev and discussion with the assistant principal for discipline in May, 1994, the writer decided on the solutions that follow.

From a combination of strategies used by Watkins (1987), Freeman (1989), and Newsam (1992), the writer wrote a curriculum and developed a structured support group program for students in Grades 9-12.

This program taught appropriate interaction skills to 31 targeted at-risk adolescent students, who had been involved in verbal and physically abusive behaviors. Students were instructed in trust building activities, problem-solving techniques, assertive behavior skills, conflict resolution, and methods to build individual self-esteem.

The writer was actively involved in the following steps, during the implementation of this practicum.

1. The writer trained the staff member selected as co-facilitator in the structure support group process during the first month of implementation.

2. The writer provided inservice training for the school administration and various teaching staff on the structured support group process during the first month of implementation.

3. The writer met with the administrative staff during the first month of implementation, to clarify the student referral process.

Those high school students identified by the assistant principal for discipline as being verbally and/or physically abusive to other high school students were referred to the 4-week structured support group program. Students were referred into the structured support group at any time during the school year, and as often as the assistant principal for discipline deemed necessary. Parents were notified by the high school administration that their adolescent child had been referred to the structured support group for a 4-week program, instead of some other possible disciplinary action. Each structured support group session

met on Tuesday morning, once a week for 50 minutes in the counseling office.

4. The co-facilitator informed all high school students and their parents about the structured support group process through the high school newspaper, parent conferences, or by telephone.

5. The writer along with the co-facilitator implemented the structured support groups.

6. The writer monitored student referrals to the structured support group. Student attendance was taken in each group session, and forwarded weekly to the assistance principal for discipline. The writer followed-up each student's progress on a monthly basis with the assistant principal for discipline.

7. The writer and the co-facilitator determined what concepts were learned by the students in the group through their role plays and simulations.

The writer believed that the implementation of this practicum would work because of the high level of school administration cooperation and because of verbal agreements from district administration, high school counselors, and certain teachers.

The writer, with the assistance of a co-facilitator, taught a specific structured support group program curriculum throughout the implementation of the practicum. The writer wrote a new curriculum from a combination of strategies used by Watkins (1987), Freeman (1989), and Newsam (1992). The structured support group curriculum consisted of instruction in group guidelines, trust building activities, problem-solving skills, assertive behavior skills, and conflict resolution techniques (see Appendix C).

Report of Action Taken

The solution that the writer implemented for the practicum involved several steps. The writer was directly involved with the high school administration, co-facilitator, counseling staff, various teachers, and targeted students. During the first month of implementation the writer presented the practicum to the high school principal and the assistant principal for discipline. The writer explained the practicum problem statement in terms of the targeted student population, the curriculum to be utilized in the structured support group program, and the various steps necessary to resolve the problem. At this meeting the writer requested the assistance of a counselor or teacher to serve as a co-facilitator. The high school principal encouraged the writer to meet with the counseling staff and to inquire about a possible counselor co-facilitator.

At the high school principal's request the writer met with the counseling staff and explained the practicum. The writer identified a counselor co-facilitator from those counseling staff meetings. The writer met with the counselor co-facilitator, explained the practicum in greater detail, and began inservice training on the structured student support group curriculum components. The writer provided instruction on the group guidelines, the trust-building activities, the problem-solving skills, the assertive behavior skills, and the conflict resolution techniques (see Appendix C). The writer also provided inservice training on the student referral process for the co-facilitator.

The writer met with the assistant principal for discipline and discussed the targeted student population. The writer explained that the

structured support group program would be available to 36 ninth through twelfth grade students who had been involved in verbally and/or physically abusive behaviors with other students in and around the high school. The assistant principal for discipline discussed with the writer that students would be referred to the structured support group program as an option to other disciplinary actions.

Prior to beginning the second month of implementation, the co-facilitator disseminated information to the high school counselors, teachers, parents, and students on the structured support group program. Various aspects about the structured support group program were communicated through the school newspaper, staff newsletter, counselor meetings, and by telephone. A description of the purpose of the program, its meeting times, and targeted student population, was provided. A list of eight students in grades nine through twelve who had been involved in verbal and/or physically abusive behaviors was given to the co-facilitator as a result of this initial communication. These students had been referred to the writer and the co-facilitator for the structured support group process by the assistant principal for discipline and by various counseling staff.

The writer and the co-facilitator utilized the structured support group curriculum to address the concerns of ninth through twelfth grade students, who had been involved in verbal and/or physically abusive behaviors with other students. Targeted students referred by the assistant principal for discipline and by the counseling staff for the structured support group process were admitted to the program starting in the second month. The process was repeated through the eight months of the practicum implementation.

It was brought to the writer's attention at the end of the second month by the co-facilitator that an additional structured support group session would be beneficial to the targeted students. The co-facilitator explained to the writer that one additional meeting at the end of the structured support group process, as a review of the instructed curriculum would improve the student integration of the material.

Beginning with the third month of practicum implementation, the writer and the co-facilitator expanded the structured support group process from a 4-week session to a 5-week session. This change in the number of structured support group sessions was communicated to the principal, the assistant principal for discipline, and the counseling staff. Subsequent communication with the targeted students' parents explained the change in the number of structured support group sessions. The structured support group process involved instruction in group guidelines, trust building activities, problem-solving skills, assertive behavior skills, conflict resolution techniques, and a review session.

A routine was established in each weekly support group session. At the beginning of each session, the writer took attendance. A copy of each session's attendance sheet was given to the assistant principal for discipline or to the referring high school counselor for follow-up. The co-facilitator had provided the targeted student with passes, so that targeted students could be excused from their second period class, once a week. The second period classroom teachers had agreed to excuse the students to attend the structured support groups. During each session, the writer and the co-facilitator along with the targeted students sat in chairs arranged in a circle. After the students introduced themselves to the group, the students were encouraged to openly participate as the

writer and the co-facilitator led them through each program activity. Each structured support group consisting of newly referred students began with an explanation of the group guidelines (see Appendix C). The writer reviewed and discussed each guideline area in detail. Examples of statements used in explaining the importance of confidentiality included the following:

1. What is said in the group stays in the group.

2. All personal sharing about issues and feelings can not be discussed outside of the group. Students were encouraged to respect and support each other as they discussed their issues and concerns.

Another guideline area stressed by the writer was student participation during the structured support group sessions. Examples of statements used by the writer include the following:

1. Everyone is encouraged to openly share their issues and feelings.

2. If someone in the group is uncomfortable about a certain issue or activity, that person has the right to not respond. Respecting the feelings of each person is important in the group.

The group guidelines set the boundaries and expectations for the writer, co-facilitator, and the targeted students. After the writer revieved the group guidelines, the targeted students were encouraged to repeat the guidelines in their own words. The writer asked each student to express verbal agreement to the group guidelines.

The first session of each structured support group also involved trust-building activities (see Appendix C). The writer and the co-facilitator chose a particular topic and asked the students to discuss a personal situation.

Examples of statements used include the following:

1. A recent conflict I had at school.
2. Something that really bothers me.
3. People or situations that make me angry.
4. Different ways I handle my anger.
5. What I like and dislike about myself.

The students were instructed to discuss a given topic initially in small groups of 2 students for 10 minutes. After the initial discussion, each pair was either joined by another pair, or at the writer's discretion, brought back into the entire group. Each student was asked to share with the entire group their personal comments and feelings about the topic. While a student was talking, the other students were encouraged to actively listen. Various students in the structured support groups were able to identify with other students' struggles and efforts. By the second structured group session, the targeted students were much more open and trusting of each other and the group process. Most of the students knew the other group members by first name and would pleasantly interact with each other.

In the second session, the writer and the co-facilitator introduced the lesson on assertive behavior (see Appendix C). The writer verbally demonstrated to the group the difference between assertive, nonassertive, and aggressive behaviors. The writer and the co-facilitator inquired about situations in which group members had utilized assertive, nonassertive, and aggressive behaviors. The students were usually very familiar with aggressive and nonassertive behaviors. There were no students in the structured support groups who were familiar with an assertive response to a given situation. Several comments made to the

writer and the co-facilitator by the students in the groups indicated that the students feared self-disclosure, being vulnerable to others, and not wanting to be emotionally or physically hurt. Instead of being assertive, the students indicated a need to protect themselves by responding to conflicts either aggressively through threats, intimidations and fighting, or by being nonassertive (passive). At the writer's suggestion the students pointed out to the group when other students were not assertively expressing their issues and concerns. This exercise seemed to made students avare of hov they responded to different situations.

In the third session, the targeted students vorked on problem-solving skills (see Appendix C). The writer and the co-facilitator had the students role play problem situations at school or at home. Each student had the opportunity to role play one problem situation. While some students vere role playing a problem situation, the other students vrote down their observations and comments. After each role play, the writer and the co-facilitator asked the other students the folloving questions:

1. Who initiated the problem?
2. What caused the problem to escalate?
3. Vas there a victim in this situation?
4. Were the alternatives positive or negative in this role play situation?
5. Could the problem in this situation have been avoided?

The majority of students seemed to have difficulty with this activity. Students asked the writer and the co-facilitator questions to clarify the problem and the student's role in the problem situation.

After student questions were ansvered, the writer had the students role play the same situation, but nov respond to it in a positive manner. When the positive role play was completed, students with the problems shared with the other students in the group what they had learned from the situation.

Each structured support group activity built on the preceding activity in the curriculum. In the fourth session, the targeted students were formally instructed on conflict resolution techniques (see Appendix C). Each approach to resolving a conflict was examined. Students were provided with definitions and examples in the following areas:

1. Withdraving from a conflictual situation.
2. Minimizing the problem.
3. Bargaining or compromising.
4. Forcing the issue.
5. Finding a solution to the conflict.

The writer and the co-facilitator taught the targeted students an effective way of resolving their conflicts, using the following methods:

1. All parties agreeing to the ground rules established at the meeting. These ground rules involved an agreement to work toward a solution to the conflict, being honest in the expression of their issues and concerns, and refraining from physical confrontations during the meeting.

2. All parties having an opportunity to describe their position, and express their feelings on the issues.

3. Each person describing, in an assertive manner, what the person was willing to do to resolve the conflict.

This conflict resolution approach was practiced by the students

several times until it was learned.

The fifth structured support group session included the writer and the co-facilitator reviewing each area of the curriculum, providing additional student practice opportunities in resolving conflicts, and a closure activity. The final activity gave students an opportunity to comment about what they had learned in the structured support group sessions and to voice positive statements about each other.

CHAPTER V

RESULTS, DISCUSSION AND RECOMMENDATIONS

Results

The problem was that ninth through twelfth grade students are verbal and physically abusive to other high school students in and around the school. The solution implemented for this practicum was designed to enable ninth through twelfth grade students to interact appropriately with other high school students without displaying verbal and physically abusive behaviors in and around the school. Ninth through twelfth grade students learned hov to resolve conflicts without displaying classroom disruptions, fighting, verbal abuse, physical abuse, and the use of weapons. This was accomplished through the implementation of a structured support group program that involved inservicing the high school administrative staff, training a co-facilitator, facilitating structured support groups to targeted students, and monitoring the high school disciplinary process.

The following outcomes were projected:

1. At the end of the fall semester, 1994, there would be a 25% reduction in the number of students referred for disciplinary infractions when compared to the fall semester, 1993 (see Appendix B). Ninth through twelfth grade students would learn hov to resolve conflicts without displaying classroom disruptions, fighting, verbal abuse to other

students, physical abuse to other students, and the use of weapons.

The outcome was not achieved.

The 1993 fall student discipline data (Table 1) reported 307 student discipline occurrences as compared to 274 student discipline occurrences in the 1994 fall student discipline data. There was an 8.9% reduction in the number of students referred for disciplinary infractions.

Table 1

Fall Student Discipline Data *	1993	1994
Description	Occurrences	Occurrences
Classroom Disruption	173	188
Fighting	74	53
Physical Abuse - Student	27	12
Verbal Abuse - Student	29	20
Weapon	4	1
	307	274

* Tabulated from the 1993 & 1994 student discipline report summaries (see Appendices B and D).

It should be noted that even though the first practicum outcome was not achieved, there was a reduction in student disciplinary actions reported in the 1994 student discipline data in comparison to the 1993 student discipline data. The student discipline reduction took place

in the areas of fighting, physical abuse - student, verbal abuse - student, and the carrying of a weapon.

2. The second expected outcome indicated that as the implementation of this practicum continued into the spring semester, 1995, there would be an additional 25% reduction in the number of students referred for disciplinary infractions for displaying verbal and physical abusive behaviors.

This outcome was achieved.

The data tabulations (Table 2) indicated that there were 141 discipline occurrences, a 54% reduction in disciplinary referrals from the original 307 discipline occurrences.

Table 2

Student Discipline Data Comparison	Fall,1993	Fall,1994	Spring,1995
Description	Occurrences	Occurrences	Occurrences
Classroom Disruption	173	188	90
Fighting	74	53	24
Physical Abuse - Student	27	12	15
Verbal Abuse - Student	29	20	11
Weapon	4	1	1
	307	274	141

The number of students referred for disciplinary infractions indicate a 1994 fall reduction (8,9%), and a 1995 spring reduction (54%) when compared to the fall semester, 1993.

3. The third expected outcome was that at the end of this practicum, there would be a reduction in the number of long-term suspensions or expulsions when compared to the number of suspended or expelled students (7) during the 1993 school year for verbal and/or physically abusive behaviors.

This outcome was met.

The assessment used to tabulate these results came from the 1993/94 and the 1994/95 hearing officer reports (Table 3 and Table 4). This information was used to determine the number of high school students referred for major infractions of verbal and/or physically abusive behaviors by the school administration. The hearing officer reports provided data for comparison between the two school years.

Table 3

1993/94 Hearing Officer Report

Infraction Description	Action
Gang related graffiti	Long-term Suspension
Gang related graffiti	Long-term Suspension
Fighting, Racial slurs	Long-term Suspension
Gang related graffiti	Long-term Suspension
Weapon, Multiple disciplinary infractions	Expulsion
Weapon, Gang activity	Long-term Suspension
Gang related graffiti	Long-term Suspension

Data indicates that 7 students were long-term suspended or expelled for verbal and/or physically abusive behaviors in 1993/94 as compared to

the number of long-term suspended or expelled students (3) in the 1994/95 school year. This resulted in a reduction of 4 students.

Table 4

1994/95 Hearing Officer Report

Infraction Description	Action
Physical assault to another student	Expulsion
Fighting, Racial slurs, Gang activity	Long-term Suspension
Fighting	Long-term Suspension

Discussion

The practicum was designed to implement a method to address a high school problem involving ninth through twelfth grade students engaged in verbal and physically abusive behaviors to other students in and around the high school. Two of the three practicum outcomes were met. The assessment of practicum outcomes included analyzing monthly meetings logged with the high school assistant principal for discipline, the results indicated in the student discipline report summaries, and a comparison of the hearing officer reports on student long-term suspensions or expulsions.

The monthly meetings with the high school assistant principal for discipline provided the writer with information on the types of student infractions, the disposition of the students, and the status of the student disciplinary problems. There were 36 students involved in verbal and/or physically abusive behaviors who were directed to the structured

support groups by the high school assistant principal for discipline or by the high school counseling staff. There were 31 of the 36 targeted students who attended the structured support groups. The writer selected those with the most referrals/problems with the expectation that if their behavior changed, there would be an overall improvement in the school. The high school assistant principal for discipline received a weekly student attendance sheet, as a means of monitoring the targeted students in the structured support groups. Those students who did not attend the structured support groups met with the assistant principal for discipline or the counseling staff. The students were explained the consequences of their behavior, and warned about future disciplinary actions. The high school assistant principal for discipline indicated to the writer that during the implementation of the practicum, there was only one student out of the 36 targeted students who experienced another disciplinary infraction for verbal and/or physically abusive behaviors.

One out of the three practicum outcomes was not met. The first practicum outcome indicated that at the end of the fall semester, 1994, there would be a 25% reduction in the number of students referred for disciplinary infractions when compared to fall, 1993 (see Appendix B). A student referred by a teacher, counselor, or other school staff to the assistant principal for disciplinary reasons, is noted as an infraction in a given category in the student discipline report summary. Data tabulated from the fall semester, 1994 student disciplinary (Table 1) summary reported an 8.9% reduction in the number of students referred for disciplinary infractions in the following categories: classroom disruption, fighting, physical abuse - student, verbal abuse - student, and weapon (see Appendix D).

Although there was not a 25% reduction achieved in the first practicum outcome, the statistics reported for the individual discipline infractions (see Figure 1) do show that there was a reduction in fighting, physical abuse, verbal abuse, and weapon.

Figure 1

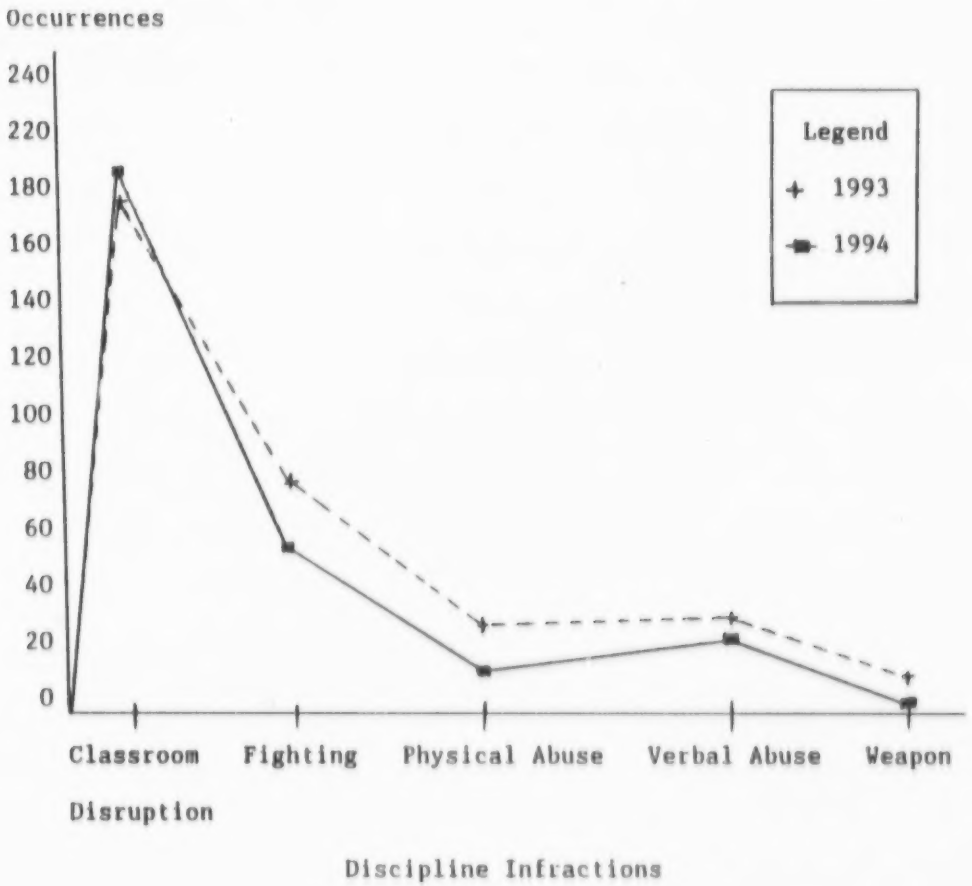

Figure 1: Total student disciplinary occurrences by discipline infractions for the fall semester, 1994 compared to the fall semester, 1993.

The writer attributes the discipline reductions in the fall semester 1994, to students demonstrating to other students appropriate interactional skills, and students responding to the consistent application of the discipline procedures. In addition, the high school administration's emphasis on student safety during the 1994/95 school year created a more positive school climate. The high school administration took the following student safety steps: posted in each classroom the student disciplinary guidelines, published the disciplinary guidelines in the student handbook and newspaper, instituted a discipline point system for student information, and directed targeted students to the structured support groups. During each monthly meeting logged with the assistant principal for discipline, the writer would inquire about current disciplinary problems. The high school assistant principal for discipline would discuss any problem students. The administration's utilization of the various disciplinary measures could account for the dramatic reduction in the disciplinary infractions as the practicum continued.

The second practicum outcome stated that as the implementation of the practicum continued into the spring semester, 1995, that there would be an additional 25% reduction in the number of students referred for disciplinary infractions for displaying verbal and/or physically abusive behaviors. There were 141 students referred for disciplinary infractions for displaying verbal and physically abusive behaviors as measured by the number of classroom disruptions, fighting, physical abuse - student, verbal abuse - student, and weapon (Table 2). This second practicum outcome was met. The actual number of occurrences for the 1995 spring semester was 141, representing an overall 54% reduction from the original

307 occurrences reported in the 1993 fall semester.

In Week 24 of the practicum implementation, the high school assistant principal for discipline told the writer that the use of the structured support groups for targeted students was reducing the reoccurrence of disciplinary infractions. The writer believes that the majority of targeted students' behavior reflected improvement after the structured support group sessions. The students demonstrated their understanding of the curriculum concepts through their simulation of newly learned information, and through their positive role plays.

Another indication that the students at the high school were showing improved behaviors was through the analysis of the hearing officer report. The hearing officer's report determines the number of high school students referred for major infractions by the school administration. These administrative student referrals would be for long-term suspension (over ten days suspension from school) or expulsion (a permanent student removal from the school district). The hearing officer's report for this high school indicated that two students received long-term suspensions for fighting and one student was expelled for physical assault on another student, compared to the number of long-term suspensions or expulsions (7) during the 1993/94 school year. The writer discussed the number of long-term suspensions and expulsions with the high school assistant principal for discipline during monthly meetings in Week 18 and Week 24 of the practicum. The high school assistant principal for discipline indicated to the writer that directing targeted students to the structured support groups was preventing future major disciplinary infractions. If many of the targeted students had continued their verbal and physically abusive behaviors, they may have

been candidates for long-term suspension or expulsion.

The use of a structured support group process can effectively modify disruptive behaviors in high school students. The combined solution of working with targeted students with one or more disciplinary infractions for verbal and/or physically abusive behaviors, and monitoring the student discipline progress through the high school assistant principal for discipline, resulted in improved student behaviors.

An unexpected result was that students really enjoyed coming to the structured support groups. On several occasions students would ask the writer and the co-facilitator about extending the number of groups beyond the 5-week sessions. The students in the structured support process became a very cohesive group and learned to work cooperatively.

Recommendations

Recommendations resulting from this practicum include:

1. The high school administration, counselors, and teachers need to review their current discipline policies and procedures.

2. It is recommended that staff receive inservice training in effective discipline strategies. Teachers should learn to respond to students constructively, by logically connecting the consequences to the behavior.

3. Opportunities should be provided for high school students to learn affective and cognitive skills to include: trust building, problem solving, assertiveness training, and conflict resolution techniques.

4. The high school counselors need to facilitate structured support groups during the school year. The counselors and the students gain, when the counselor is actively involved in the group. The

counselor co-facilitator indicated to the writer that interaction with the students in the structured support groups was both informational and rewarding.

5. If this program were to be implemented again, the writer would work more closely with the high school counselors. The focus of these meetings would be to identify targeted students for the structured groups, prior to the students committing multiple disciplinary infractions.

6. Funding resources for violence prevention grants need to be pursued by the high school administration through the city, state, and national levels.

Dissemination

Dissemination of the practicum report will include:

1. The writer will shared the practicum results and discussions with the high school administration and the high school counseling staff.

2. The writer will make a copy of the practicum report available to professionals in the field.

3. The writer will submit the practicum report to the Arizona Prevention Resource Center library at Arizona State University.

4. The writer will discuss the report with the district prevention coordinators and the school prevention specialist in the surrounding school districts.

5. The writer will share the implementation of the practicum during a monthly gang task force meeting facilitated by the police department.

6. The writer will inquire by mail with school districts across the State as to possible implementation of the practicum in their area.

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APPENDICES

APPENDIX A

1993 SPRING STUDENT DISCIPLINE SUMMARY

DISCIPLINE REASON SUMMARY
FROM: 01/18/93 TO: 06/04/93

SCHOOL TOTALS:

CODE	DESCRIPTION	OCCURRENCES MALE	FEMALE	TOTAL	STUDENTS MALE	FEMALE	TOTAL
AL	ALCOHOL	1		1	1		1
AU	ABSENCES UNEXCUSED	1		1	1		1
CD	CLASSROOM DISRUPTION	140	14	154	101	13	114
DC	DRESS CODE	48	54	102	42	44	86
DI	DITCHING	130	67	197	97	55	152
DR	DRUGS	5	2	7	3	2	5
DS	DISRESPECT/RUDENESS	64	15	79	55	15	70
FA	FALSIFICATION		1	1		1	1
FI	FIGHTING	34	6	40	30	6	36
FO	FORGERY	9	3	12	9	3	12
FTC	FAIL TO COMPLY W/REASONABLE RE	130	30	160	107	28	135
FTS	FAIL TO SHOW FOR WORK PROGRAM	47	7	54	38	5	43
IAC	INVOLVEMENT ON ANOTHER CAMPUS		1	1		1	1
LO	LOITERING	69	18	87	59	18	77
NE	NO ACADEMIC EFFORT	63	9	72	47	8	55
O	OTHER	431	249	680	269	160	429
PAA	PHYSICAL ABUSE - ADULT	4	1	5	4	1	5
PAS	PHYSICAL ABUSE - STUDENT	11	3	14	11	3	14
PR	PROFANITY	16	9	25	14	7	21
ST	STEALING	9		9	9		9
T	TARDIES	3		3	3		3
TOB	TOBACCO	187	45	232	113	36	149
VAA	VERBAL ABUSE - ADULT	17	3	20	15	3	18
VAS	VERBAL ABUSE - STUDENT	23	18	41	20	16	36
VN	VANDALISM/DESTRUCTION SCHL PRO	15		15	14		14
VV	VEHICLE VIOLATION	16	8	24	16	8	24
WE	WEAPON	9		9	8		8
WPO	WITHOUT A PASS OFF CAMPUS	59	43	102	53	38	91
		1541	606	2147	1139	471	1610

APPENDIX B

1993 FALL STUDENT DISCIPLINE SUMMARY

DISCIPLINE REASON SUMMARY
FROM: 09/07/93 TO: 01/28/94

SCHOOL TOTALS:

CODE	DESCRIPTION	OCCURRENCES MALE	FEMALE	TOTAL	STUDENTS MALE	FEMALE	TOTAL
AL	ALCOHOL	3		3	3		3
CD	CLASSROOM DISRUPTION	139	34	173	90	30	120
DC	DRESS CODE	48	23	71	38	21	59
DI	DITCHING	134	46	180	93	40	133
DR	DRUGS	3		3	3		3
DS	DISRESPECT/RUDENESS	48	12	60	39	10	49
FA	FALSIFICATION	7	6	13	7	5	12
FI	FIGHTING	50	24	74	44	23	67
FO	FORGERY	4	3	7	4	3	7
FTC	FAIL TO COMPLY W/REASONABLE RE	151	28	179	105	27	132
FTS	FAIL TO SHOW FOR WORK PROGRAM	77	23	100	58	22	80
IAC	INVOLVEMENT ON ANOTHER CAMPUS		4	4		4	4
LO	LOITERING	76	19	95	61	19	80
NE	NO ACADEMIC EFFORT	20	10	30	18	8	26
O	OTHER	239	110	349	155	83	238
PAA	PHYSICAL ABUSE - ADULT	4	1	5	3	1	4
PAS	PHYSICAL ABUSE - STUDENT	22	5	27	22	5	27
PR	PROFANITY	8	2	10	7	2	9
ST	STEALING	11	1	12	10	1	11
T	TARDIES	258	167	425	148	98	246
TOB	TOBACCO	280	60	340	153	40	193
VAA	VERBAL ABUSE - ADULT	13		13	11		11
VAS	VERBAL ABUSE - STUDENT	15	14	29	13	13	26
VE	VIOLATION OF EXTENSION	1		1	1		1
VN	VANDALISM/DESTRUCTION SCHL PRO	8		8	8		8
VV	VEHICLE VIOLATION	32	21	53	17	14	31
WE	WEAPON	4		4	4		4
WPO	WITHOUT A PASS OFF CAMPUS	65	26	91	51	21	72
		1720	639	2359	1166	490	1656

APPENDIX C

STRUCTURED SUPPORT GROUP PROGRAM

GROUP GUIDELINES

The facilitator will review and discuss the group guidelines. All group members will be required to know the following:

1. Confidentiality - What is said in the group stays in the group. All personal sharing about issues and feelings can not be discussed with friends or peers outside of the group.

2. Be present - Personal sharing should only involve present issues and feelings. Anyone disruptive to the group process or educational activity will be asked to leave.

3. Respect - Everyone in the group will show respect for each other. Put-downs or negative personal comments are not allowed. Listen to what is being said in group, before a response is given.

4. Open communication - One person speaks at a time. All personal issues are allowed in group. There are no right or wrong feelings, or personal issues that are not important.

5. Be descriptive - Describe your behavior or another person's behavior as it applies to your issue or concern as detailed as possible.

6. Participation - Everyone is encouraged to openly share issues and feelings. If someone is uncomfortable about a certain issue or activity, that person has the right to not respond. The open discussion of your issues is mainly for your benefit.

The facilitator will periodically review the group guidelines, if a new student joins the group or students are not following the procedures.

TRUST BUILDING

Group Activity

The group facilitator picks a topic at the beginning of the process. After the facilitator responds, the topic is then discussed in smaller groups of 2 students each for 10 minutes. After the time allotment, the smaller 2 person group is joined with 2 other students from their 2 person group. Each 4 person student group responds to the topic for 20 additional minutes. After the 20 minutes are completed, each student returns to the larger group. Each student is then encouraged to verbally express their personal comments and feelings about the topic in the larger group.

Possible Topics:

1. Individual highs and lows since the last meeting.
2. A recent conflict I had at school.
3. A person I feel safe with.
4. Something that really bothers me.
5. The times I feel lonely or afraid.
6. People or situations that make me angry.
7. Different ways I handle my anger.
8. What I like and dislike about myself.
9. An object or animal that describes me.
10. People or situations that have hurt my feelings.

12. A color that describes my feelings today.
13. A brief description of my family.
14. A person(s) that loves me.
15. The last happy situation in my life.
16. What feelings I share in public, and why?
17. Who helps me the most in times of need.
18. Way that I use to solve problems.
19. School problems that I have experienced.
20. The last time I allowed myself to cry.

PROBLEM SOLVING SKILLS

Group Activity

The facilitator will have the students in the group role play problem situations at school, they had encountered. Each student will have an opportunity to role play more than one problem situation. While some students are role playing a problem situation, the other students are writing down their observations and comments. The students are asked to comment on the following areas.

1. Who initiated the problem? Describe the conflictual situation in as much detail as possible.

2. What caused the problem to escalate? Did a particular person or event perpetuate the problem situation?

3. Was their a victim in this situation? Describe?

4. What were the alternatives positive or negative in this situation? Describe?

5. Could the problem in this situation been avoided or resolved differently?

After each role play those students observing and writing comments about the role play, share their observations and comments with the student. After the student receives feedback from the other students in the group, that student then sets-up a role play using the same problem, but nov responding to it in a positive manner.

ASSERTIVE BEHAVIOR

Group Activity

The facilitator will demonstrate to the group the difference between assertive, nonassertive, and aggressive interactions. The facilitator will incorporate the following definitions through examples to the student group.

1. Assertive Interactions - Verbally expressing oneself in a direct, positive manner to another person(s) in a respectful tone and demeanor.

2. Nonassertive Interactions - Not verbally taking a position about an issue important to oneself.

3. Aggressive Interactions - Taking a verbally strong position on an issue at the expense of another person(s) rights and feelings.

The facilitator will ask the group members to evaluate at any time during the structured support group process, when a person is expressing themself assertively, nonassertively, or aggressively. When a particular group member is expressing themself aggressively or nonassertively, the other group members will assist that individual in making their statements assertively.

The facilitator will verbally assist the students by pointing out verbal and nonverbal interactions that could be interpeted as being assertive, nonassertive, or aggressive behaviors.

CONFLICT RESOLUTION

Group Activity

The facilitator will discuss the different ways of dealing with a conflict. The facilitator will give several examples of each of the following responses in the group.

1. Withdrawing - This is when students recognize that they are in a conflict, and refuse to resolve it.

2. Minimizing - This is when students focus on the safe, non-threating issues and feelings, instead of confronting and addressing the most important issues or concerns.

3. Bargaining - This is when students give a little or a small part of their position, and compromise their issues. There is no perceived winner or loser in this situation.

4. Forcing - This is when one student forces their opinion, feeling, belief, or physical person upon another individual.

5. Resolution - This is when both students agree to explore their position or issues through finding a solution that meets both their needs.

The facilitator will teach the structured support group students an effective way to resolve conflicts, using the following methods.

1. Both parties will agree to openly discuss their issues or concerns, prior to any discussion about the conflict.

2. Each person will have an opportunity to speak while the

other person listens. After that person is finish talking, then the other person can speak.

3. Each person is to describe what happened, and their feelings about the situation.

4. Each person describes in an assertive manner, what they are willing to do to resolve the conflict. Finding a way to resolve the conflict is discussed until their is some resolution.

The students is the structured support group will practice this method several times until it is learned.

APPENDIX D

1994 FALL STUDENT DISCIPLINE SUMMARY

DISCIPLINE REASON SUMMARY
FROM: 08/29/94 TO: 01/20/95

SCHOOL TOTALS: 58

CODE	DESCRIPTION	OCCURRENCES MALE	OCCURRENCES FEMALE	OCCURRENCES TOTAL	STUDENTS MALE	STUDENTS FEMALE	STUDENTS TOTAL
AL	ALCOHOL		3	3		3	3
AU	ABSENCES UNEXCUSED	4	5	9	3	5	8
CD	CLASSROOM DISRUPTION	164	24	188	101	20	121
DC	DRESS CODE	45	16	61	33	14	47
DI	DITCHING	136	88	224	101	64	165
DR	DRUGS	5		5	5		5
DS	DISRESPECT/RUDENESS	52	13	65	47	10	57
EXP	EXPLOSIVE	4		4	4		4
FA	FALSIFICATION	9	23	32	9	21	30
FI	FIGHTING	40	13	53	37	13	50
FO	FORGERY	3	2	5	3	2	5
FTC	FAIL TO COMPLY W/REASONABLE RE	135	33	168	107	30	137
FTS	FAIL TO SHOW FOR WORK PROGRAM	245	170	415	130	95	225
GRA	GANG RELATED ACTIVITY	4	1	5	3	1	4
HGA	HATE RELATED ACTIVITY	2		2	2		2
IAC	INVOLVEMENT ON ANOTHER CAMPUS	6	3	9	6	3	9
LO	LOITERING	31	12	43	29	12	41
NE	NO ACADEMIC EFFORT	40	6	46	31	6	37
O	OTHER	149	55	204	115	46	161
PAA	PHYSICAL ABUSE - ADULT	1	1	2	1	1	2
PAS	PHYSICAL ABUSE - STUDENT	11	1	12	11	1	12
PR	PROFANITY	11	5	16	11	4	15
T	TARDIES	355	276	631	185	152	337
TH	THREATS/HARASSMENT	3	1	4	3	1	4
TOB	TOBACCO	115	57	172	82	45	127
VAA	VERBAL ABUSE - ADULT	16	4	20	14	4	18
VAS	VERBAL ABUSE - STUDENT	16	4	20	15	3	18
VN	VANDALISM/DESTRUCTION SCHL PRO	5	1	6	5	1	6
VV	VEHICLE VIOLATION	8	3	11	6	2	8
WE	WEAPON	1		1	1		1
WPO	WITHOUT A PASS OFF CAMPUS	74	54	128	63	46	109
		1690	874	2564	1163	605	1768

APPENDIX E

1995 SPRING STUDENT DISCIPLINE SUMMARY

DISCIPLINE REASON SUMMARY
FROM: 01/23/95 TO: 03/30/95

SCHOOL TOTALS: 60

CODE	DESCRIPTION	OCCURRENCES MALE	FEMALE	TOTAL	STUDENTS MALE	FEMALE	TOTAL
AL	ALCOHOL	1		1	1		1
AU	ABSENCES UNEXCUSED	2		2	2		2
CD	CLASSROOM DISRUPTION	80	10	90	65	10	75
CHE	CHEATING	4		4	4		4
DC	DRESS CODE	8	4	12	8	4	12
DI	DITCHING	129	66	195	93	53	146
DR	DRUGS	2		2	2		2
DS	DISRESPECT/RUDENESS	20	8	28	16	8	24
END	ENDANGERMENT	1		1	1		1
EXP	EXPLOSIVE	1		1	1		1
FA	FALSIFICATION	7	8	15	7	8	15
FI	FIGHTING	22	2	24	21	2	23
FTC	FAIL TO COMPLY W/REASONABLE RE	68	32	100	55	25	80
FTS	FAIL TO SHOW FOR WORK PROGRAM	135	100	235	89	59	148
GRA	GANG RELATED ACTIVITY		1	1		1	1
IAC	INVOLVEMENT ON ANOTHER CAMPUS	2		2	2		2
INF	INFORMATION	1		1	1		1
LO	LOITERING	1	1	2	1	1	2
NE	NO ACADEMIC EFFORT	24	2	26	22	2	24
O	OTHER	62	27	89	46	22	68
PAS	PHYSICAL ABUSE - STUDENT	15		15	15		15
PR	PROFANITY	3	1	4	3	1	4
ST	STEALING	3		3	3		3
T	TARDIES	106	107	213	81	72	153
TH	THREATS/HARASSMENT	3		3	3		3
TOB	TOBACCO	49	34	83	42	24	66
VAA	VERBAL ABUSE - ADULT	5		5	5		5
VAS	VERBAL ABUSE - STUDENT	7	4	11	7	4	11
VN	VANDALISM/DESTRUCTION SCHL PRO	3		3	3		3
VV	VEHICLE VIOLATION	3	8	11	3	4	7
WE	WEAPON	1		1	1		1
WPO	WITHOUT A PASS OFF CAMPUS	31	22	53	27	19	46
		799	437	1236	297	182	479